



**STATE OF TENNESSEE
RFP # 331.11-040
AMENDMENT # 1**

January 7, 2008

THE SUBJECT RFP IS HEREBY AMENDED AS FOLLOWS.

A. The following RFP Schedule of Events updates or confirms scheduled RFP dates.

EVENT	TIME	DATE	UPDATED / CONFIRMED
1. State Issues RFP		December 7, 2007	CONFIRMED
2. Disability Accommodation Request Deadline		December 14, 2007	CONFIRMED
3. Pre-proposal Conference	1:00 PM	December 18, 2007	CONFIRMED
4. Notice of Intent to Propose Deadline		December 20, 2007	CONFIRMED
5. Written Comments Deadline		December 27, 2007	CONFIRMED
6. State Responds to Written Comments		January 7, 2008	CONFIRMED
7. Proposal Deadline	2:00 p.m.	February 19, 2008	CONFIRMED
8. State Completes Technical Proposal Evaluations		February 26, 2008	CONFIRMED
9. State Opens Cost Proposals & Calculates Scores	9:00 a.m.	February 27, 2008	CONFIRMED
10. State Issues Evaluation Notice & Opens RFP Files for Public Inspection	9:00 a.m.	February 28, 2008	CONFIRMED
11. Contract Signing		March 11, 2008	CONFIRMED
12. Contract Signature Deadline		March 18, 2008	CONFIRMED
13. Contract Start Date		March 19, 2008	CONFIRMED

B. The following State responses to the questions detailed shall amend or clarify this RFP accordingly.

QUESTION/COMMENT	STATE RESPONSE
1. Do bidders need to bid on all four components or may they elect to bid only on one or more of the four?	Yes, this RFP is all inclusive; components cannot be bid on separately.
2. Does Tennessee expect to scan documents for all components in-state – including the K-2 NRT and the modified assessments – or only the grades 3-8 tests?	Section A.10.a-o of the scope of services details the requirements to allow the State to process all assessments in-state. Section A.10.p requires the Contractor to provide the State with a plan for processing one or more of the assessments. The State may choose either method for processing at any time during the contract and will work with the Contractor to provide ample notice of the decision to utilize the Contractor's plan for processing.
3. In the RFP there is reference to an online feasibility	Section A.6.q outlines the feasibility study. The

study and further mention of “handheld input devices” for students. Is this the only approach to online testing that the State will consider? What type of handheld input devices does the State want to use?	State is open to whatever technology is available for conducting the pilot testing and study.
4. In the reporting section (Section A.12 of the RFP on page 51), the State refers to an electronic reporting system (section A.12.a) AND an online reporting system (section A.12.e and A.12.f). Are they different? Are both required? Do these systems supplement or replace the paper reports?	The easily updated electronic format referenced in A.12.a is intended to be provided through the online reporting system discussed in A.12.e and f. The online reporting system is required. Section A.12.k provides a report matrix which indicates the types of reports that are expected to be delivered on paper – student performance reports and labels versus the summary reports that are expected to be delivered online.
5. Mandatory requirement A.4 on Page 122 of the RFP states that every bidder must be able to document work as a prime contractor for a state NCLB assessment that has received full approval from the USED. Does the failure to submit this documentation result in an immediate rejection of a proposal?	Yes; the proof should include, at a minimum, a copy of the approval letter from USDOE to the State, a description of the assessments provided and the dates that the contractor provided the statewide assessments.
6. May bidders include cost notes or assumptions as part of the Cost Proposal?	No
7. Please provide further definition of the desired scope of the sample test items to be submitted with the proposal as specified in section C.3, bullet 5 on page 127. How many items must be submitted?	A minimum of 5 items per content standard covering different performance indicators/ accomplishments for each content area within each grade level 3-8.
8. Can the State provide the current blueprint for the Grades 3-8 tests?	The State will provide the current blueprint to the Contractor upon execution of the new contract.
9. Please verify that the TCAP/ESLS is a customized test used to assess students in grades 3-8 on the Tennessee content standards and is NOT also used to meet Title III requirements under NCLB.	The TCAP/ESLS is for Title I purposes and will not be used to meet Title III requirements.
10. In what format are the current TCAP items in the item bank (i.e., XML, Word, PDF)?	The item bank has been provided to the State in primarily PDF format, although there are files in Word, Excel, and some Adobe products.
11. Does the State want a Complete Battery NRT or a shorter, survey battery?	The State currently uses a complete battery NRT and wishes to continue with a similar product.
12. Do schools taking the NRT test in the fall or spring?	The State testing window for all assessments is a three week period within the months of March and April.
13. What reports are required for the NRT? Does the state receive summary reports for schools participating in the NRT?	Reporting for NRT is similar to reporting for CRT as defined in A.12, there should be summary reports for the class, school, system, and state level.
14. How many forms of the NRT are required during the term of this contract?	The State would prefer to have two forms available.
15. How will the NRT portion of the submission be evaluated? Should bidders submit a document showing the alignment of the proposed NRT to Tennessee content standards?	The Contractor must include information related to the NRT solution as part of the submission. Bidders are not required to document alignment of

	NRT to Tennessee K-2 standards.
16. Does the State wish to see copies of the proposed NRT with the proposal?	Yes
17. Are special formats (large-print, Braille) of the NRT required? If so, how many per grade per year of each format should be included in costs?	The State does not expect a Braille version to be available for grades K-2. We have had a large print version available for grades 1-2 with a usage of less than 100 per grade.
18. On Page 149, the evaluation quantity for ACH Scannable Test Booklets K-3 (K-2 shelf) is listed at 180,000. Is this 180,000 across all three grades or 180,000 per grade?	This is the total for all four grades K-3.
19. Will an equating survey between current NRT and newly selected NRT be required?	No
20. Page 17, paragraph a.vii.—Are there any current versions of the test specifications for the Grades 3-8 CRT? Since the ELL and Modified CRTs are new assessments, does the State Department also expect creation of test specifications for each of these new assessments? Does the same apply for the item specifications?	The State has the test specifications for Form S being administered in 2008. Yes Yes Each of these is an annual deliverable unique to the test form.
21. Page 18, paragraphs b.iv and v—What method of standard setting will be used for the ACH, MAAS, and ESLS?	The Contractor will submit their plans to the State for review, discussion, and approval.
22. Are the passages or prompts commissioned, permissioned, or a mix? If a mix, what percentage of each is expected (by grade/content)?	Passages and prompts are selected by the Contractor and submitted to the State for review and approval, the State has not stipulated their origin.
23. Are there any formal readability level requirements for passages/prompts selected for use on the assessment? If so, which ones?	The assessments are built upon grade level standards; readability is expected to be within grade level. The State shall provide a style guide as soon as possible but no later than Oct. 30, 2008.
24. Page 19, Item Bank Inventory—About how many passages are available in the bank for operational use? Are they permissioned passages?	There are some permissioned passages included in the existing item bank, copyright information shall be provided by the current vendor. We do not have a count of passages at this time, but will provide it to the Contractor with other items delivered after the contract has been executed.
25. Page 25, iii.b.i—It is noted that an annual maximum of 600 items per assessment per content area/grade level will be required. Is there a minimum number of items that should be field tested annually?	A.5.d.iii.a indicates that enough items shall be provided for field testing to replenish the item bank and maintain fresh items for future test administrations. Additional items are required for practice tests and item samplers at least twice during the contract. The State anticipates that, at a minimum 140 items might be required, however this will vary dependent upon the needs of the item bank and other deliverables.
26. Page 27, paragraphs i.i and ii—Can the passage content review and passage bias review meetings be held concurrently?	No, there is not enough State staff to attend meetings.

27.	Should the vendor expect any type of committee data review for field-tested items?	Yes
28.	<p>p. 17, Annual Deliverables, A.4.a.iii and iv. Content/Bias Passage and Item Reviews: The first review meetings will take place in June through August 2008. Given that contract signing is on March 19, 2008, what advice can TDOE provide to contractors in securing meeting and sleeping rooms?</p> <p>How many separate meetings generally occur at the passage and item meetings? Are certain grades combined, so one group of reviewers reviews more than one grade for a particular content area?</p> <p>For the 2008 meetings, would the State consider a location in Tennessee other than Nashville?</p>	<p>The State cannot offer any advice regarding securing meeting and sleeping rooms.</p> <p>For passages, only ELA is reviewed, content review has been conducted for grades 3-4, 5-6, and 7-8 and bias review has combined all grades into one group. For items the same grade groups have been used for both content and bias for all four content areas.</p> <p>The State requires a central location within Middle Tennessee.</p>
29.	p. 18, Schedule, A.4.c.: State provided materials: Can the State provide the Tennessee item writing style guide and list of commonly used text books at contract award, so these materials can be used to prepare for the summer 2008 passage and item review meetings? Please elaborate on the contents of the item writing style guide.	The State shall provide materials as soon as possible but no later than Oct. 30, 2008.
30.	p. 29, A.5.d. iv (d), Test Form Development, computerized version: Can an online testing system, including an online response collection tool rather than a printable answer document, meet the requirements of this section? Can the responses be collected and scored online?	An online testing system is acceptable; however a CD version with printable answer document must be available for schools that do not have adequate technology and/or facilities to utilize an online system.
31.	p. 47, A.10.b: Processing Activities: Is it acceptable for the contractor to propose that the scoring programs are maintained and implemented on the contractor's equipment in the contractor's facility?	Yes, provided that the State is given access to these programs.
32.	p. 47, A.10.e: Processing Activities: Is it acceptable for the contractor to propose a telecommunications approach other than FTP or T1, if it provides the required transmission speed and data security?	Yes
33.	p. 50, A.11.d.ii (a): Data Gathered: Please clarify the phrase "number of attempts."	Students who are repeating the assessment, such as students who are repeating the grade.
34.	How will the contractor be paid? For items brought to Field Test?	<p>Via ACH credit, per C.9.</p> <p>The payment methodology in C.3.b under A.5 provides a cost per item. The item count shall be determined by the items brought to item reviews. All field tested items must be approved at the item reviews.</p>
35.	Pg. 19, have the items reviewed and available for use in 2009 been determined to be aligned to the new curriculum standards?	No
36.	Pg. 29, what is meant by "question style"?	A.5.d.iii.(q) defined Item Samplers. Question style refers to different item types used for one performance indicator or accomplishment – for

	example one item uses a graph and a second item uses written responses.
37. Pg. 25 #6, written permissions are required in advance of submission. Will allowances be made for securing them in advance during the first year of the contract award?	The State will work with the Contractor in meeting these requirements.
38. Pg. 26, (e) should "rubric" be removed since the RFP is for selected response only?	The term was included to be comprehensive.
39. Pg. 36, Please elaborate on the State's vision regarding online handheld wireless input devices for use in testing?	With the growth in technology and the availability of handheld units, the State is open to moving ahead with technology that is currently or may become available during the life of the contract.
40. Could the State elaborate on the ESL test, including the standards and test design?	The State intends to work with the Contractor to provide a Title I ESL assessment that meets NCLB requirements and USDOE guidelines.
41. Pages 21-22 refer to stimulus for items. Are stimulus-based items expected in all subjects? If so, what percentage of items should be stimulus-based? Can any of the stimuli be commissioned or should they all be permissioned?	Generally, stimulus-based items are expected in all subjects. Passages and prompts are generally used for ELA. All stimulus, passages, and prompts are selected by the Contractor and submitted to the State for review and approval, the State has not stipulated their origin or percentage.
42. Page 25 refers to the requirement that 70% of test items be new, and this will not include field test items. Would the 30% include internal linking items?	Yes
43. Page 28 states that the practice tests would be revised twice. What are the criteria for revision?	New tests will be developed.
44. Page 43 refers to reference sheets. Does the state anticipate using an existing reference sheet or creation of a new sheet?	The Contractor shall develop the reference sheets and submit them for State review and approval.
45. Page 29 states that Social Studies items should be placed in chronological order. Please elaborate on this process including when a questions might compare two different time periods.	The requirement for the placement of Social Studies in chronological order is a guideline; specific item placement will be discussed during item review and test form development.
46. A.4 Schedule, page 17, first paragraph, RFP states that, "If necessary, the Contractor will make modifications as directed by the State and provide additional time of not less than three (3) days for the State to review and sign-off on the revised submission. <u>The Contractor is responsible for any costs associated with making modifications to materials and deliverables necessary to obtain the State's approval.</u> " Can it be assumed that if the State requests modifications to materials and/or deliverables that result in changes to the original requirements, then the State will be liable for any costs associated with making these modifications?	<p>This section specifically addresses the possibility that items/materials may be submitted that do not meet with State approval and will require rework by the Contractor, such rework will be the responsibility of the Contractor.</p> <p>Any materials and/or deliverables that are not part of the original scope of services will require an amendment to the contract.</p>

47.	A.11 Scoring Activities, d.i.b. on page 50, (b) Provide assessment data in various formats which will be used to determine various scores, data distributions and summaries to support the State approved reports. Can the State elaborate on the various anticipated formats that will be required?	The State will work with the Contractor to establish record layouts and determine necessary file formats to include but not be limited to: ascii, text, pdf, comma delimited, and flat file with fixed format.
48.	A.11 Scoring Activities, d.i.c on page 50, ©...A test deck as defined in Section A.10.K shall be provided prior to each administration for each assessment...: Should this reference be to A.10.L?	Yes, see section D below.
49.	A.12 Reporting Activities, e. on page 51. ...The system shall meet the same specifications of other online products as defined in section A.9.a: Should this reference be to A.9.b?	Yes, see section E below.
50.	A.2 Reporting Activities, f.x. page 52. The online reporting system shall maintain an archive of data from previous administrations for the life of the contract. Interactive reporting shall allow for users to access archived data in the creation of custom reports.: Will any historic data need to be loaded into the database from previous administrations and if so how many years of data, how many students and what is the estimated size of the data that needs to be loaded?	The State began online reporting in 2007 and may choose to provide data from the 2007 and 2008 administrations for use in the new reporting program. The State has approximately 500,000 students per year. The State shall provide additional details to the Contractor after the contract is executed.
51.	Will the State provide the Cost Proposal template in an Excel file?	No, the State will provide 6.4 in a Word document.
52.	On page 133 of the RFP, there is no description listed next to the dates under the subheading "Special Alignment Studies." Can a description be provided?	See section A.5.d.i, the final paragraph.
53.	On page 151 of the RFP, there is no description listed next to the dates under the subheading "TCAP/ACH grades 1-2 (shelf)." Can a description be provided?	There is not an affiliated form since these are shelf products.
54.	In A.6.c the RFP refers to "annual alignment studies" yet in A.5.d.i it refers to "in the first year" and "as needed for future revisions [when significant changes occur in the curriculum]." Are annual alignment studies to be conducted? If so, what are the criteria to be evaluated? Does the contractor have to do a Webb-type alignment study each year?	<p>The alignment study in A.5.d.i is to compare the revised curriculum standards to the previous standards.</p> <p>The alignment studies referred to in A.6.c require that the Contractor provide documentation to ensure that the test form for each year is aligned to the content standards – these studies should be conducted by Contractor staff.</p>
55.	In A.6.h the RFP provides CTT guidelines for test construction. Does the available item bank support these guidelines? If not, what are the ramifications to the contractor when it is unable to produce tests that meet these criteria?	Yes, the available item bank supports Tennessee guidelines for test construction.
56.	In A.6.m the RFP states that "Braille versions of the TCAP Assessments that do not contain the same items as the ink print versions shall be calibrated, scaled, and equated with students who read Braille."	<p>a – Yes</p> <p>b – Yes</p>

	Two questions: (a) is this regardless of the N-count of the Braille students taking the assessment (which according to the RFP is typically less than 30 per assessment)? And (b) if the assessment DOES contain the same items are the Braille students' responses simply combined with the non-Braille responses?	
57.	In A.6.o.iv the RFP instructs the contractor to "eliminate items with DIF that is statistically significant". Does this mean that ALL items that are flagged with DIF are to be dropped from the item pool OR is committee input at the bias review meetings taken into account (review of DIF not specifically mentioned in A.5.d.iii.(l).(iv)).	No, items with significant DIF will be returned to the item pool for editing and field-testing at a later date.
58.	A.10 d., e. and f. (pages 47 and 48). What will be the role of the regional Service Centers for this program?	The roles have not been finalized; the State is interested in the possibility of utilizing them for remote scanning of one or more of the assessments – in particular the MAAS and ESLS.
59.	A.10 d., e. and f. (pages 47 and 48). Does the State require archival of the answer sheet images after processing? If so, should the answer sheets be indexed in some manner for retrieval? Will the State be providing its own archival system or should the contractor include the costs for this system?	Yes, Yes, The contractor should include the costs for an archival system if necessary.
60.	Section 5.3.5 states that the proposer with the best-evaluated proposal must sign and return the contract drawn by the State pursuant to the RFP no later than the Contract Signature Deadline. Does this timeframe between Evaluation Notice and Contract Signature Deadline allow for any negotiation of terms and conditions provided in the RFP?	The Contract is included in the RFP and the State does not anticipate any negotiation of terms and conditions.
61.	We presume that the awarded contractor will be paid net 30 days from the date of invoice. Is this correct? If not, please provide the State's payment terms.	See Section C of the Contract.
62.	Section 4.14 says that the full proposal contents are subject to public inspection upon completion of the evaluation of proposals. Can the proposer identify which sections of the proposal are considered by the proposer to be confidential?	No, the proposer may not mark any section confidential. TCA 49-1-607 establishes security guidelines for State assessments. Test items/questions provided for review in Section C of Attachment 6.3 should be provided as an addendum that may be removed from Section C.
63.	Will the State provide additional space in the Cost Proposal for "fixed costs" (such as program management and meetings costs) that do not vary with the number of units ordered?	Not beyond those that have already been included.
64.	Page 15: A.3. Definitions Please clarify what is meant by "a customized CRT." b. Does this mean a criterion referenced test with all items developed specifically for and owned by Tennessee? c. Or does this mean that some items may be contractor owned? d. Or does this refer to an augmented norm-	CRT assessments developed using Tennessee standards developed to Tennessee specifications b. Yes c. Only NRT (K-2) items will be contractor owned

	referenced test that includes custom developed items owned by the state?	d. this does not include an augmented norm-referenced test
65.	<p>Page 17: A.4.a.iii. "Content/Bias Passage Reviews – Conducted for the State during the month of June/July, 2008 for the TCAP/ACH and TCAP/MAAS assessments. Subsequent reviews may be conducted earlier in the year such as December or February."</p> <p>Please confirm that the source for the ACH passages and items for the summer 2008 content and bias reviews will be the current contractor's bank of previously developed, but not reviewed, items.</p>	The passages and items for 2008 content and bias reviews are NEW development by the Contractor awarded this contract.
66.	<p>Page 17: A.4.a.iv. "Content/Bias Item Reviews – Conducted for the State during the month of July/August, 2008 for the TCAP/ACH and TCAP/MAAS assessments. Subsequent reviews may be conducted earlier in the year such as February or early March."</p> <p>Given the short timeline between Passage Reviews (June/July 2008) and Item Reviews (July/August 2008), please confirm that, even with possible losses of passages in passage reviews (both content and bias), there is an additional surplus of previously developed combination of passages and item so that no new development will need to occur between the Passage and Item Reviews.</p>	The State has items available for use in 2009 for the TCAP/ACH, however it is expected that these reviews WILL require NEW development based on revised content standards released in January 2008. In addition, items are required for the initial field testing of the TCAP/MAAS.
67.	<p>Page 17: a. Annual Deliverables X.</p> <p>a. Does the state also distribute, receive and scan the NRT?</p> <p>b. Or does the contractor do all scanning and reporting for the NRT?</p>	<p>a. Yes</p> <p>b. this is a possibility, but not the current method.</p>
68.	<p>Page 18: A.4.a. xxi. "Technical Report – Receipt of Technical Report by the State by October 1, 2009."</p> <p>Could the State provide bidders a link to an electronic copy of the 2007 Technical Report for TCAP provided by the current TCAP contractor?</p>	The 2007 Technical report is not available online. A copy will be provided to the Contractor after the contract is fully executed.
69.	<p>Page 18: A.4.b.vi. "Feasibility Study/Online Pilot – Conduct online pilot of 6th grade students in spring of 2011, provide study results to the State by August 8, 2011."</p> <p>Page 18: A.4.b.vii. "Feasibility Study/Online Pilot – Conduct online pilot of 4th grade students in spring of 2012, provide study results to the State by August 7, 2012."</p> <p>Page 36: q.ii. "The online pilot shall provide for the testing of students using customized web-based application and a unique form of the assessments. A maximum of 5,000 students shall participate in each pilot. Students shall be tested both on-line and on paper to provide comparative analysis for the studies."</p> <p>a. Which content areas will be included in the online pilots at the respective grades?</p>	<p>a. all four</p> <p>b. yes</p> <p>c. Confirmed</p> <p>d. It is anticipated that although some items from previous forms may be used, with the revised content standards a new form will be required.</p>

	<p>b. If more than one content area is included, would the 5,000 participation maximum hold for each content area piloted?</p> <p>c. Also, please confirm that in interpreting the phrase “unique form,” the bidders should assume that for 2011, the contractor will be responsible for developing a form that is distinct from Form V (which is live in 2011) for the grade 6 pilot and for 2012, Form W (which is live in 2012) for the grade 4 pilot.</p> <p>d. Or by unique, does the State mean that the contractor should use previous operational forms (such as Form T or Form S) for the online/paper comparability pilots in those respective pilot years for grades 6 and 4?</p>	
70.	<p>Page 19: A. 5. Test Development Activities. A. i. The RFP states that existing items “may” be modified for the MAAS and the ESLS.</p> <p>Are bidders also to assume custom (original development) for these assessments?</p>	Bidders may assume that new items developed for the ACH may be modified for the MAAS and ESLS and that some additional items written specifically for the MAAS and ESLS may be required.
71.	<p>Page 19: A. 5. Test Development Activities. A. i. ESLS Will the State please provide estimated n-counts for the ESLS assessments by grade/subject?</p>	Estimates for the population are provided for evaluation purposes in 6.4; the breakdown of n-counts by grade will be made available to the Contractor after the contract is executed.
72.	<p>Page 19: A.5.a.ii. Customized CRT for grade 2: The RFP says the state may choose to develop content standards and performance indicators for grade 2.</p> <p>a. Are we to assume that grade 2 will become a custom assessment and no longer part of the optional K-2 NRT?</p> <p>b. Will the grade 2 assessments include science and social studies?</p>	<p>a. If the State decides to develop content standards for grade 2 and create a grade 2 CRT assessment, we will no longer utilize the optional grade 2 NRT test.</p> <p>b. Yes</p>
73.	<p>Page 19: A.5.a.iii. “English as a Second Language Standards Assessment, a customized CRT using Tennessee content standards and performance indicators. Items shall be written in plain English so that LEP students can demonstrate their progress in meeting grade level content standards.”</p> <p>a. Please confirm that the ESLS will only have subtests in Mathematics, Science, and Social Studies.</p> <p>b. Please confirm that there will be no Reading/Language Arts subtest for the ESLS (plain English) assessment, even for Transition Year 1 students (who have previously taken the Comprehensive English Language Learning Assessment–CELLA), though they may use approved ELL Accommodations on the ACH Reading/Language Arts subtest.</p>	<p>a. the ESLS will include all four content areas</p> <p>b. the ESLS is for Title I requirements and is not related to the Title III assessment requirements.</p>
74.	<p>Page 21: © “Review the existing TCAP/ACH item bank and provide evidence of alignment with Tennessee’s modified curriculum standards for the TCAP/MAAS assessment.”</p> <p>Please clarify whether the source of MAAS and ESLS items is completely from the ACH bank and not from</p>	It is anticipated that there may be the need for some items to be written specifically for the MAAS or ESLS assessments.

	some partial independent development efforts.
<p>75. Page 22: A.5.d.ii.(f)(i) "The Contractor may use material from published or publishable materials, books, newspapers, magazine articles, web pages, etc."</p> <p>a. Will the State allow publishable (versus published) for the totality of passages for any of the following assessments?</p> <p>b. ACH?</p> <p>c. MAAS?</p> <p>d. ESLS?</p>	No
<p>76. Page 29: iv. "Test Form Development – (a) The Contractor shall prepare formatted test forms constructed of 70% fresh and non-redundant operational items for each grade level and content area. Forms shall include linking items and field test items. One form shall be modified for Large Print for each administration. (i) The identification and design for use of the linking items for equating purposes shall be finalized with the Contractor by September 1 each year."</p> <p>a. For the reading/language arts assessment and for the mathematics assessment, please confirm that the remaining 30% of the operational forms comprises only vertical linking items (when applicable to check drift), field test items, and year-to-year linking items.</p> <p>b. Is there a preferred percentage breakdown among the vertical linking items, field test items, and year-to-year linking items within that 30% in reading and mathematics. If so, what?</p> <p>c. For the science assessment and for the social studies assessment, please confirm the remaining 30% of the operational forms comprises only field test items and year-to-year linking items.</p> <p>d. Is there a preferred percentage breakdown among the field test items and year-to-year linking items within that 30% in science and social studies. If so, what?</p>	<p>See A.5.d.iv.(c)(iii).....(Field test items are not considered part of the operational form).</p> <p>The 30% of all content areas shall consist of vertical and/or year-to-year linking items as determined through test form planning with the State.</p>
<p>77. Page 33: A.6.b. "The Contractor shall conduct and provide results of annual equating studies to ensure the continuity of psychometric weight and rigor in new test form development. Data related to scale/item parameter drift studies shall be included as required by the State. Forms for the TCAP/ACH shall be equal to all prior and future forms."</p> <p>Page 34: A.6.n. "The Contractor shall conduct the following Special Research Studies: i. The Contractor will provide evidence of statistically sound methodology utilized to maintain equivalency of performance standards across all forms for each grade level/content area of each assessment. Study may include scale/item parameter drift analysis."</p> <p>a. On what content areas should the drift studies focus?</p> <p>b. Only for Reading/Language Arts and for Mathematics, which form the TCAP's vertical scales?</p>	<p>a. – c. All four content areas</p> <p>e. 2004</p> <p>f. Confirmed</p>

<p>c. Or for all four content areas? In the context of the scale drift analyses:</p> <p>e. In what year were the TCAP Reading and the TCAP Mathematics vertical scales developed?</p> <p>f. Please confirm that vertical linking items have not been used to check for drift since the establishment of the vertical scale for each subject. If no, then when.</p>	
<p>78. Page 34: A.6.m. Braille versions of the TCAP Assessments that do not contain the same items as the ink print versions shall be calibrated, scaled, and equated with students who read Braille.</p> <p>Page 26: A.5.d.iii.(b)(iii) A minimum of 3000 student responses is used in the calibration of all new SR items.</p> <p>Given that 3,000 student responses are needed to calibrate any and all new SR items . . .</p> <p>c. . . .please confirm that Braille versions of the TCAP Assessments that do not contain the same items as the ink print versions shall be calibrated, scaled, and equated with students who read Braille only.</p> <p>Or</p> <p>b. . . . please confirm that Braille versions of the TCAP Assessments that do not contain the same items as the ink print versions shall be calibrated, scaled, and equated with students who read Braille along with all other students in the equating sample and that a new Braille scoring table will be used in the production of the Braille students' scale scores.</p>	<p>The State will work with the Contractor in the development of Braille versions of the assessments. The State will assist the Contractor in establishing parameters for calibrating, scaling, and equating the Braille versions.</p>
<p>79. Page 34: n.iii. "During TY09 the Contractor shall conduct Standard Settings in Nashville, TN for the TCAP/ACH and TCAP/MAAS assessments. During TY10 the Contractor shall conduct a Standard Setting in Nashville, TN for the TCAP/ESLS assessment."</p> <p>Page 34: n.iii. "© Using an empirical standard setting process the panelists shall review, reset and/or establish passing scores using items representing two or more forms of the assessments."</p> <p>a. Does the State have a preferred form of standard setting, e.g., Bookmark, that it wants bidders to use to form their proposed standard setting plans and costing estimates for this proposal?</p> <p>b. By the time the standard setting occurs, there will have been only one operational administration, viz., that of Form T, on items developed under the new standards. What does the State mean by the phrase "two or more forms" with respect to the standard setting process?</p>	<p>a. The Contractor may propose whatever method of standard setting that they choose, provided that it meets the criterion set forth in the contract.</p> <p>b. Items from Form R and S that meet alignment criterion may be used to supplement the standard setting process.</p>
<p>80. Page 36: A.6.p.xviii. "The Contractor shall construct the TCAP Assessments and provide test measures that cover a horizontal scale in grades 3-8 in Science and Social Studies. The Contractor shall provide detailed technical information on the process and</p>	<p>The State wants forms that are equated year-to-year by content area.</p> <p>a. An equated scale with the same HOSS</p>

<p>results of horizontal scaling across content areas by grade level for each assessment.”</p> <p>a. Please define the State’s meaning in the use of the term “horizontal scaling across content areas.”</p> <p>b. Does the State request a single scale within a testing year that combines the social studies and science scores?</p> <p>c. Or does the State request the equating of the science forms from one year to the next and, separately, the equating of social studies scores from one year to the next.</p>	<p>and LOSS for each, Science and Social Studies.</p> <p>b. No</p> <p>c. Yes</p>
<p>81. Page 36: Section A.6.q. Online pilot.</p> <p>a. Does “makeup tests for repeaters” mean that students may retake assessments if they do not meet proficiency level requirements? Or, does this mean that students who are absent during the testing window have a makeup window for completing the assessments?</p> <p>b. If there is a makeup window, please specify when?</p> <p>c. If there is a makeup policy, does this require a separate, unique makeup test form?</p> <p>d. Is the online pilot design to include the TCAP Achievement Assessments and the MAAS and ESLS assessments?</p>	<p>a. Generally this refers to students who may be repeating the grade, but may also include students who were absent.</p> <p>b. The State currently has a testing window of approximately 3 weeks; all students are expected to be tested within this window.</p> <p>c. Not currently</p> <p>d. Only the Achievement assessment</p>
<p>82. Page 38: Section A.8. Shipping materials. The RFP indicates materials may be delivered either to the State’s Distribution Center or directly to public or private schools systems. Because distributions costs are affected by the number of delivery points, please specify the distribution requirements to use for costing purposes.</p>	<p>The payment methodology in section C.3 provides the Contractor the ability to differentiate between materials shipped to the State’s distribution Center and Contractor services provided directly to the LEAs.</p>
<p>83. Pages 38–39: Section A. 8.</p> <p>a. For each grade and assessment are all content areas included in a single test booklet?</p> <p>b. Is a single answer document used for all content areas for each assessment?</p>	<p>a. The current test construct includes all content areas in a single test booklet.</p> <p>b. yes</p>
<p>84. Page 40: iii. Braille Test – 1-30 per grade level per assessment per year For grade 3, does the State require contracted or uncontracted Braille?</p>	<p>Uncontracted Braille is generally used for 3rd grade.</p>
<p>85. Page 42: Section A.8.e.i.(k). “usage figures” table. Please verify whether these are grade level n-counts or totals by grade across all content areas.</p>	<p>These are grade level n-counts.</p>
<p>86. Page 43: Section A.8.e.ii.(a) and (b). Student Response Documents. (a) refers to answer documents for grades 3 -8; however, (b) refers to test booklets with demographic information for grades K-3.</p> <p>Pages 74 and 75 of the Cost Forms have Scannable test booklets for K-3 and also ACH Test Booklets for grades 3 – 8.</p> <p>Page 42: e.i.(d) Student Test Booklets: This subsection alludes to changes in the current use of response booklets for grades 2 and 3.</p> <p>a. Please confirm that grade 3 uses a consumable, scannable booklet that combines the test booklet/answer document and where these costs are to be indicated.</p> <p>b. What is the current practice? Scannable test</p>	<p>The State conducted a pilot using scannable answer documents for grade 3 in 2006. In 2007 the majority of our 3rd graders are using the consumable booklet; however we have systems utilizing the scannable answer document as well. We anticipate that we will continue with the dual system through this contract.</p> <p>Braille transcription will utilize the predominate method.</p>

	<p>booklets in grade 3? Scannable test booklets in grade 2? Or separate scannable answer booklet for grade 3? Separate scannable answer booklet for grade 2?</p> <p>c. What should bidders include in their pricing?</p> <p>d. Please confirm, whatever the choice of the State for grade 3 (scannable test booklets or separate answer documents) in a particular year, that the transcriptions of the Brailled responses will be made on the document more widely used.</p>	
87.	<p>Page 46: A.9.b.xi – “ensure adequate space on servers and band-width and response time in the system to allow for a minimum of 15,000 users simultaneously accessing, entering, uploading, and/or downloading information,”</p> <p>What is “adequate response time” for 15,000 simultaneous users?</p>	Adequate response time is expected to be at less than industry average of approximately 0.8 seconds. Anything greater than 1-2 seconds would require steps to reduce wait time.
88.	<p>Page 50: A.10.Page xii.(e). Processing Activities: “(e) measures for combining and aggregating objective response scores with constructed-response scores at the school, LEA and state levels.”</p> <p>Please confirm the mention of constructed responses on page 50 is an error.</p>	Delete A.10.p.xii.(e), see item C below.
89.	<p>Page 52: Section A.12.f.x. Archive of data from previous administrations.</p> <p>a. Does this include administrations from the previous contractor? Or does this refer only to administrations conducted under this contract term?</p> <p>b. Is there an expectation for longitudinal reporting?</p>	<p>a. The specific intent is in relation to administrations conducted under the contract term; however the State has utilized online reporting for 2006 and 2007 and may choose to provide this data for inclusion and access through the reporting system.</p> <p>b. no, the State utilizes our TVAAS system for longitudinal reporting.</p>
90.	<p>Pages 58-59: Item Development Costs combined for ACH/MAAS/ESLS</p> <p>3/19/08 – 6/30/08 Forms T/FT/NA \$</p> <p>7/1/08 – 6/30/09 Forms U/A/FT \$</p> <p>7/1/09 – 6/30/10 Forms V/B/A \$</p> <p>7/1/10 – 6/30/11 Forms W/C/B \$</p> <p>7/1/11 – 6/30/12 Forms X/D/C \$</p> <p>Page 21: d.i. “© Review the existing TCAP/ACH item bank and provide evidence of alignment with Tennessee’s modified curriculum standards for the TCAP/MAAS assessment.”</p> <p>Page 21: “(d) Review the existing TCAP/ACH item bank and provide evidence of alignment with Tennessee’s modified curriculum standards for the TCAP/ESLS assessment.”</p> <p>a. Should costs for each of the annual rows for this portion of the cost sheet include costs for the total of initial ACH development, plus the cost for the work to modify the items for MAAS and ESLS?</p> <p>b. Is the assumption that there will be no need for new items other than those originating in the ACH item pool for the contract and modified for MAAS and ESLS?</p> <p>c. If the State decides that new items need to be developed for MAAS or ESLS, would that be considered a scope change?</p>	<p>a. These costs are per item developed and brought to Item review. Items developed for the ACH and modified for the MAAS and/or ESLS will be paid for 1 time, when developed for the ACH.</p> <p>b. No</p> <p>c. No, it is expected that there will be some items developed specifically for the MAAS and/or the ESLS these items will be paid for when presented for review and approval.</p> <p>d. The State will work with the Contractor to determine if separate content and bias review meetings will be needed for items developed specifically for the MAAS and ESLS; otherwise these items may be reviewed and approved by State staff.</p>

	d. If it is decided that new items need to be developed for MAAS or ESLS, when and by whom will they be reviewed in order that MAAS and ESLS operational timelines are to be met?	
91.	Pages 72-75 of the Cost Forms make reference to forms/materials for K-2 and for 2-8. Please clarify the materials to be produced for grade 2 and where these costs are to be indicated.	K-2 materials refer to NRT materials. Where grade 2 is included in 2-8, this will be the cost should a separate grade 2 CRT assessment be developed.
92.	Could we receive a .doc version of the RFP and an .xls version of the cost pages?	The State will provide 6.4 in a Word document.
93.	Page 42. What are the projected, yearly enrollment counts for each grade and content area?	The table on page 42 provides information regarding historical orders. The State has provided projections in the cost evaluation table in Attachment 6.4 for evaluation purposes. The State does not differentiate between content areas.
94.	Page 130. Is the second section that is labeled D.1 supposed to be D.2?	Yes, see item F below.
95.	Page 17. For contract years 2010 through 2013, please provide an assessment window schedule.	The State testing window for all assessments is a three week period within the months of March and April, the Contractor should anticipate a schedule similar to that outlined in A.4 for future administrations.
96.	Page 43. What are the page counts for test booklets and answer documents by grade and, if applicable, by content area?	Test booklet page counts vary by grade dependent upon passage/stimulus length, graphics, etc.
97.	Page 46 Section A.9.b.xii states "The State uses Windows and Macintosh applications with a variety of web browsers including but not limited to Netscape (x), Internet Explorer (x), Firefox (x), and Safari (x)." Did the State intend to specify a minimum browser version?	A.9.a requires an infrastructure evaluation, this will determine minimum requirements.
98.	Page 47 A.10.a states "... while the Contractor works with the State's technical staff in processing, data verification, and scoring." Is this statement related to Page 49 A.10.p which states the Contractor may process one or more of the assessments at the Contractor's facility or does this describe additional support provided by the Contractor?	A.10.a is in reference to the State's continuation of processing as further described in A.10.b – A.10.o. The Contractor shall support the State as needed for these activities. A.10.p places all responsibility on the Contractor.
99.	Page 47 A.10.b Is it the State's intention to host the scoring, editing, and reporting software on State servers, or is it acceptable to host the applications at the Contractor facility and provide access to the State?	It is the State's intention to utilize Contractor servers either at the Contractor facility or on State property. In either case the State will require access.
100.	Page 47 A.10.b If the State continues to process the assessments at their facilities, will the State host all scanning, scoring, and reporting software on their hardware? Or does the State intend to transfer data and images to the Contractor?	The State intends to utilize Contractor resources to transfer data and images to the Contractor.
101.	Page 47 A.10.e Should the Contractor include costs in the proposal for eleven T1 connections for the regional locations?	Yes
102.	Page 44 Section A.8. f.ii. states "The Contractor may provide distribution, collection, and storage of one or more of the TCAP Assessments." What quantity of material should be used for costing purposes?	Quantities are provided for evaluation purposes in Attachment 6.4.

103.	Page 46 A.9.b.xi states “ensure adequate space on servers and band-width and response time in the system to allow for a minimum of 15,000 users simultaneously accessing, entering, uploading, and/or downloading information.” 15,000 concurrent users require a substantial amount of hardware and networking bandwidth. Should this requirement be used for every web application? Will this bandwidth be required year round or during peak processing periods?	Yes, the peak processing period of February through July.
104.	Page 43 f. states “Scannable answer documents shall be provided in both cut sheet and continuous feed formats in quantities to be determined by the State.” Can the State provide additional information on the intended use of answer documents in a continuous feed format?	The State has utilized outside vendor services for precoding answer documents that required continuous feed format. The State may choose to utilize this option again in the future.
105.	Would the State be interested in the option of online reporting for parents?	Yes, the State may define School users to include School administrators, teachers, and parents.
106.	Would the State be interested in the option of student TCAP preparation guides based on students’ individual assessment data?	No
107.	Would the State be interested in utilizing the online reporting system in this RFP for reporting other state assessments other than the TCAP Assessment, MAAS, and ESLS?	No
108.	What is the State’s desired number of forms for the TCAP 3-8 Achievement assessment?	There is one form per year – A.5.d.iii.(b)There may be between 2 and 10 items per content area per version with a maximum of 30 versions as needed to populate future test administrations.....
109.	Would the State be interested in the option of reporting all state assessment results online to parents?	Yes, the State may define School users to include School administrators, teachers, and parents.
110.	What is the State’s desired number of forms for the ESLS Assessment?	There is one form per year – A.5.d.iii.(b)There may be between 2 and 10 items per content area per version with a maximum of 30 versions as needed to populate future test administrations.....
111.	What is the State’s desired number of forms for the MAAS Assessment?	There is one form per year – A.5.d.iii.(b)There may be between 2 and 10 items per content area per version with a maximum of 30 versions as needed to populate future test administrations.....
112.	Page 43 of the RFP states that demographic information must be on the outside cover of the shelf NRT K-2 assessment. Would the state accept the demographic information being on the inside front cover?	Yes
113.	Page 36 of the RFP addresses the feasibility study for online administration of the TCAP Achievement assessment. We interpret this feasibility study to actually be the report of the outcomes of the pilot studies. Are we correct with this interpretation? If not, what is your expectation of the feasibility study?	The feasibility study will report the outcomes of the online pilot studies.
114.	Page 29 of the RFP states...”The Contractor shall provide test forms for each assessment in a	On CD.

	computerized version with a printable answer document.” Can you clarify what you mean by “computerized?”	
115.	In the bidder’s conference the State indicated a preference for how proposals should be submitted. The State indicated that parts A and B should be submitted together and the other parts submitted separately. Does this indicate that the submission of proposals should be in three notebooks?	The State would prefer 3 binders/notebooks/bound documents for the Technical Proposal portion, one with parts A & B, one with part C, and one with part D.
116.	For the online reporting system, do you anticipate that access to reports will be down to the teacher level or only to the school level access?	Reports will be accessible based upon security level; some reports will be accessible to teachers and/or parents.
117.	Would the State be interested in the option of enhanced action-oriented reports (print/PDF) for parents?	The Report Matrix in A.12.k indicates that student profile reports will be available in PDF/Print-on-Demand. These reports will be available to all users. The State may define School users to include administrators, teachers, and parents.
118.	Page 32, Test Length (1) and (2) - Please confirm that a content area should be divided into subtests. Meaning one content area can have 2 or more subtests (or parts)?	It is anticipated that 2 or more subtests will be required in order to cover all performance indicators/accomplishments and not exceed appropriate test time limits.
119.	Although most references to test development specify CRT for Grades 3-8 and NRT for K-2, there is a paragraph on page 42 (i.d) that appears to be asking for CRT at Grade 2. Would it be correct to assume that this is a potential requirement pending changes to state practices, and not a requirement of this RFP?	See A.5.a.ii.
120.	Page 2. Please confirm that there will be no assessment of writing in grades 3-8 under the contract for this RFP.	This Contract will not include a writing assessment.
121.	Page 3, Section 1.5.10. It appears that Section 1.5.10 requires each bidder to obtain the State’s consent to rely upon factual information in the RFP. Will the State verify in writing that all the factual information in the RFP (e.g., dates, numbers of items and forms, points associated with the evaluation, etc.) are accurate and may be relied upon by each bidder as they are preparing a proposal for the State’s consideration?	All information contained within this RFP is accurate to the best knowledge and intent of the State.
122.	Page 6, Section 3.2.3. May proposal pages be numbered sequentially within each section (e.g., A-1, A-2, ...B-1, B-2, etc.)?	Yes
123.	Page 7, Section 3.3.2. May each bidder receive a copy of Attachment 6.4, Cost Proposal and Scoring Guide, in a Microsoft Excel or Word format?	The State will provide 6.4 in a Word document.
124.	Page 15, Section A.3.s. The following link is to the Tennessee Alternate Assessment Content Standards. Are these content standards those that we should use for Modified Assessment – the TCAP/MAAS- that is required for the first administration in spring, 2009? http://tennessee.gov/education/speced/doc/81007/TCAPContstand.pdf NOTE: The link provided in A.3.s also has this file listed as “2007-2008 TCAP – Alt Performance Indicators.”	No, the link referenced is provided for additional insight into the TCAP/ALT assessment. The Modified Assessment will be built to grade level standards.
125.	Page 15, A.3.s. If the Tennessee Alternate Assessment Content Standards are to be used to	The goals for the TCAP/MAAS are to meet Title I

	build the Tennessee Modified Assessment (and this assumption may not be correct), then this appears to conflict with the following guidance regarding the modified assessments from the USED (http://www.ed.gov/print/policy/speced/guid/modachie_v_e-summary.html) that states, "The content standards [for alternate assessments based on modified achievement standards] are not modified, but the achievement expectations are less difficult than those on the general assessment. This means that the same content is covered in the test, but with less difficult questions overall." Please comment if we are misinterpreting the goals of TN for the TCAP/MAAS.	requirements. This is a grade level standards assessment, the content standards referenced in A.3.f will be used for the development of all three assessments. Other information is provided for supplemental purposes.
126.	Page 17, Section A.4.a.iii-iv. Since first year passage reviews must occur in June/July 2008 and first year item reviews must occur in July/August 2008 may bidders assume that the development of these passages and items will have already been accomplished by the existing contractor and that the new contractor will simply bring the existing passages and items to the committees for review?	No – The Contractor will be expected to develop the items required for these reviews.
127.	Page 19, Section A.5.a.ii. When will the decision be made to pursue, or not pursue, a grade 2 CRT? Shall bidders assume that a grade 2 CRT will be pursued as costs for the program are developed?	The decision will not be made in the first year of the contract.
128.	Page 19, Section A.5.a.iii. Please confirm that the ESLS assessment uses regular Tennessee content standards and performance indicators, and also uses the same academic achievement standards (cut scores) that apply to regular students. In other words, the only thing that distinguishes the ESLS from the regular assessment is the use of "simplified language?"	<p>The goals for the TCAP/ESLS are to meet Title I requirements. This is a grade level standards assessment, the content standards referenced in A.3.f will be used for the development of all three assessments.</p> <p>The Contractor shall conduct a standard setting for the TCAP/ESLS in 2010 to determine cut scores for the assessment.</p>
129.	Page 19, Section A.5.a.iii. What percentage of the regular TCAP assessment items, per operational form, is used on the current ESLS forms?	There is not a current ESLS form.
130.	Page 19, Section A.5.a.iv. Please describe the activities to date for the development of the TCAP/MAAS. Has the current contractor been involved in the development of the modified academic achievement standards, or has this been strictly a state endeavor?	There have not been any activities to date for the development of the MAAS.
131.	Page 19, Section A.5.a.iv. What percentage of regular TCAP assessment items, per operational form, do you anticipate will be used on the new MAAS forms?	The State does not have a projection for the percentage of items that will be used on both the ACH and MAAS assessments.
132.	Page 19-20, Section A.5.a. Please confirm that approximately 67 operational items appear on each grade's (3-8) four content area tests, and that most recently (2007 administration) there were seven versions per grade per content area test to hold the embedded field test items.	Confirmed for the 2007 administration, this format may be changed for future administrations.
133.	Page 33; 50, Section A.6.g; A.11.d.i. Please confirm that a 3-parameter IRT model will be used to calibrate and scale new items. Please confirm that "pattern scoring" (two students with the same raw score may not, depending on the pattern of their right and wrong	The State confirms that a 3-parameter IRT model will be used to calibrate and scale new items using a raw score to scale score methodology.

	responses, have the same scaled score) will be used to score TCAP tests.	Pattern scoring is not used with the CRT assessments.
134.	Page 127, Section C.3. Please confirm any requirements that the state has for the number of sample items that must be submitted with our proposal.	A minimum of 5 items per content standard covering different performance indicators/ accomplishments for each content area within each grade level 3-8.

C. Delete RFP Section A.10.p.xii.(e) in its entirety:

D. Delete RFP Section A.11.d.i.(c) in its entirety and insert the following in its place:

- (c) The Contractor is responsible for verifying that student answer documents are correctly scored. A test deck as defined in section A.10.I shall be provided prior to each administration for each assessment that has been through quality assurance for the State to use for comparison purposes.

E. Delete RFP Section A.12.e. in its entirety and insert the following in its place:

- e. The Contractor shall provide a web-based online reporting and report delivery system. The system shall meet the same specifications of other online products as defined in section A.9.b. Reports shall be designed to create a smooth and efficient transition from paper reporting to online reporting so that reports closely resemble existing paper reports. Customized backer text shall be included for each report.

F. Renumber Attachment 6.3, Section D so that items are D.1 and D.2.